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The most effective medium for inservice education of teachers is the summer workshop. The course was an institute involving an instructor-coordinator as well as specialists. The areas covered were anthropology, sociology, child study, human development, psychology, social psychology, psychiatry, and curriculum development. The area of child study emphasized the child in his total social setting. The use of sociometric techniques afforded an effective way of studying the structure and dynamics of children's groups, as well as studying the behavior of children. Other ways of studying child development included anecdotal records, the use of nondirective interviews, and the study of family and community backgrounds. Problems involved in conducting the institute-type course in human relations included the proper use of personnel, permissiveness in the class situation, the use of consultants, and the discovery of the major needs of the group. Evaluation of the summer workshop showed that the general morale and reactive behavior of the participants appeared to be superior to that encountered in traditional courses. Back in the classroom, the teachers who had participated in the workshop felt that their problem children overcame some of their problems, that their classrooms became more permissive, and that they could adapt literature to dealing with problems in human relations.							
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HUMAN RELATIONS EDUCATION FOR TEACHERS THROUGH THE INSTITUTE TYPE COURSE

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INTRODUCTION

Specialists in Human Relations education are in general agreement that the most effective medium for in-service education of teachers in their field is the summer workshop. In the workshop, they hold, fundamental changes in attitudes are effected by combining experience in group living with an atmosphere conducive to both emotional and intellectual re-education. The workshop, however, is designed to serve only a few of the many teachers who desire to learn new techniques and develop insights leading to effective practice. Moreover, if the present trend continues, workshops in human relations will devote more attention to leadership training and less to the classroom teacher who wishes to improve her own teaching and class management. Therefore, the great need, at present, is for a type of training to reach large numbers of teachers, without sacrificing the advantages of the workshop.

To meet this need, the Rutgers University School of Education has been offering for the past two years an in-service course entitled Foundations Of Human Relations Education. This course designed and administered by the authors, has been conducted in various parts of the State of New Jersey.

The development of a successful course was not a simple task. In few areas of education is the material so threatening psychologically to the basic predispositions of many teachers. It was necessary to learn how to win sanction for these emotional and intellectual learnings; how to create the permissive atmosphere necessary for productive group dis-

cussion of highly controversial concepts and issues, and above all, how to close the gap between intellectual acceptance and actual practice. Such treatment was essential if the course were to be even partially as effective as a workshop.

The major challenge, obviously, was the gap between the passive acceptance of ideas and intelligent action based upon them. It was also clear that intellectual and emotional acceptance of basic concepts would not be secured solely through verbal means, for experience indicates that relatively few accept the word alone. Therefore, a combination of *verbal presentation* and "action research" is used here, rather than the term paper, because the intent was to suggest simple research procedures demanding remedial action or constructive change by the teacher. Insights into the laws of learning suggest that "fact finding" by the teacher herself threatens her self-esteem less than would a comparable analysis of her behavior by an outsider, however impartial and authoritative. Such self exploration minimizes rationalization and augurs well for effective change. These "jobs" were never to be considered as examples of scholarly, controlled research using all the carefully validated data and other paraphernalia of the social sciences.

The experience of the American Council On Education Project: Intergroup Education in Cooperating Schools* was sufficiently rich in practical demonstrations of the value of "action research" to warrant our initial experimentation, but there yet remained the serious question as to whether these jobs could be controlled in a course meeting for one hour and forty-five minutes a week with occasional individual and small group conferences. Compared with the American Council staff's frequent half or full day confer-

* The American Council On Education Project was financed by the National Conference of Christians and Jews. The Director for the life of the project was Dr. Hilda Taba now of the University of Chicago.

ences with small groups of teachers over a three year period, it appeared doubtful that "action research" would yield even a small part of the benefit, because of the necessarily limited course time. Experiences with six separate sections of this course with a total enrollment of 436 prove that the decision to use "action research" was a happy one.

The course was the Institute-type involving an instructor-coordinator as well as specialists in child development, sociology, social psychology and curriculum philosophy. Several considerations dictated this design. In the *first* place, the instructor-coordinators could not claim the Aristotelian intellect which encompasses the needed knowledge and expertness in the disciplines cited. *Secondly*, sanction for the new field of human relations education could be provided by the inclusion of a number of prominent authorities in various fields. Although these "experts" often differed in their interpretations of basic concepts, they always warmly commended the course and indicated their approval and support of human relations education.

The final challenge was the creation of a relaxed, permissive atmosphere in which the participants would feel free to discuss topics which are frequently met with taboo, "the less said about it the less trouble we will have." To bring about such an atmosphere it was necessary to employ much of the experience gathered in workshop situations. In the beginning, attention was focused on relatively non-controversial ideas which acted as a safe point of departure when topics involving group conflict were discussed. Attempts by participants or consultants to focus exclusive attention upon racial or religious tensions, were firmly opposed and the discussion brought back to a consideration of the total picture. This insistence was rewarded eventually in each of the six sections of the course by the diminution of tension when highly complex problems of conflict were analyzed.

The remainder of the article will deal with the subject mat-

ter of the course, the problems and hazards in administration and teaching incident to it, an evaluation of the results, and some general implications for teacher education.

CONTENT OF THE INSTITUTE-TYPE COURSE IN HUMAN RELATIONS

While there is need to fashion the course content in human relations to the needs of the teachers involved, and to the special competencies of available consultants, there is no excuse for nebulousness or whimsy. There are four fields of knowledge which very clearly pertain to the problems in this area. The materials presented are drawn, however, from fields of scholarship so rich that no one planning a course need feel hampered in his choices. The materials may be arranged with one exception, in whatever fashion best contributes to scheduling of consultants. The four fields from which we made our choices are: (1) Anthropology (both physical and social) and Sociology; (2) Child study and human development; (3) Psychology, Social Psychology, and Psychiatry; and (4) Curriculum Development. The least flexible of these four fields — Curriculum Development — should be reserved as the final topic for treatment, since the devising of curricular experiences for students depends heavily upon insights gained from "action research", reading and discussion in the other three fields. In planning topics to be presented under each of these four major categories, considerable acquaintance with each of them is required if a fanciful eclecticism is to be avoided. Such a breadth of learning does not, however, demand that the instructor-coordinator be a research specialist in all, or even in any, of them.

The content of such a course utilizes materials which are either omitted in programs of teacher education, or are offered as electives for which there is all too little time. The relationship between the several areas of knowledge is seldom pointed up and even less frequently is their utility

in teaching demonstrated. It has been our purpose to introduce materials from these various disciplines and give them functional integration. In summarizing what we have done, no attempt has been made to fix a rigid pattern, since the variety, depth and richness of such a course could be greatly extended if time and talent were available.

It has been our experience that a discussion of the child in his total social setting is essential. In the not so remote past, there has been a frequent absence of emphasis on the influence of the group in the child's development in much of the material written in this field. This omission needs to be offset by careful consideration of the "group dynamics" forces which operate within the family, the play group, the clique, the gang, the neighborhood, the subtle classroom groupings, as well as those which operate in larger cultural groupings such as those of races, ethnic groups, religions, and social classes. Consequently we directed our emphasis on how the child acts and inter-acts as a member of his peer group, stressing factors of conformity, non-conformity, rewards and punishments.

Sociometric techniques, we have discovered, afford one of the most effective ways of studying the structure and dynamics of children's groups. A great deal is learned from them about the personalities and behavior problems of individual children.

Sociodrama was an extremely useful tool for studying the behavior of children. In playing the roles of adults such as parents, neighbors, teachers and police officers, the child clearly reveals how his behavior is conditioned by the groups with which he has interactive contacts. Sociodrama likewise proved to be a mirror for teachers in which they discovered in themselves behavior tendencies of which they were previously unaware.

Several other ways of studying child development were incorporated in this course. Teachers were instructed in keeping anecdotal records, the use of non-directive inter-

viewing, and the systematic study of the family and community backgrounds of the members of a class. Teachers, we soon learned, looked upon home visitation as an unwelcome, disagreeable, or even dangerous encounter in which they must never forget to play the "teacher" role, and often an unpleasant mission because some boy or girl has been "bad" or is "failing." With the aid of the non-directive type of interviewing many a teacher has become "equal to the situation" and has derived both pleasure and profit from sallying forth from her own fortress of academic isolation into the social milieu of the child.

While some attention to attitude testing would seem to be imperative in the field of Human Relations, the results of the testing techniques now available are so dubious that only cursory mention was made of these instruments. Since the techniques used in "depth psychology" are risky except in the hands of those who have extensive and specialized training, we considered it wise to do no more than to call attention to these techniques.

The whole field of human development lends itself very effectively to "action research" which is so vital to a course of this type. A factual presentation of sociometry, for example, was followed by work sessions and the teachers then started to work independently on their own research projects. Once the teacher has been introduced to techniques, she soon becomes aware of many problems in her own classroom which can be clarified and, in part at least, solved through "action research." Often her examination of her own classroom brings forth spontaneous suggestions for "action research."

The major source of factual materials in human relations lies in the social science disciplines of Sociology and Social Anthropology. We, therefore, explored the nature and dynamics of human groups to provide an intellectual framework and adequate vocabulary for use in the field. It is not ordinarily possible to do more than attempt a sketchy

summary of the basic concepts, trusting that whatever reading is done is adequately supplementary. It seemed wise to us to stress the dynamic aspects of group life at the expense of structural theory.

Since so many of the problems in this area are racial, or what is often erroneously thought to be racial, we first attempted to clarify the topic by summarizing the findings of the most reputable physical anthropologists. We endeavored to differentiate between races, ethnic groups, nationalities, religious groups, and other types of groups often indiscriminately jumbled. While there is some controversy over the use of the term "caste" when applied to American society, we considered its employment sufficiently widespread to warrant its careful examination.

One of the concepts which seems to be most threatening to teachers is that of social class. Nevertheless we have found that teachers can be helped to understand children by studying those wide variations in the folkways, mores, values, aspirations, and meaningful symbols in the class structure of our society which are in some way connected with socio-economic status, ancestry, and style of living. The tendency of most teachers to evaluate child behavior in the light of such social facts is undeniable. It seems to shock them only when it is systematically and objectively analyzed. Our explorations along these lines decreased the tendency of teachers to act judgmentally in narrowly ethical terms when dealing with persons of other racial, religious, or socio-economic groups. This fact would in itself justify consideration of the American status system.

The community, however, is more than a collection of dynamically related persons belonging to different social classes. The ecological patterns of a community's life, the power groups which fashion its destiny, the institutions and associations which serve the human needs of its inhabitants, and the subtler cultural factors, many indigenous to American culture in general but possessing regional

and local variants, which set the style of a community's living, were given consideration. This was not done in a theoretical vacuum. We sought to discover in a specific community what groups and what persons count for most, how they came by their power, how they exercise it, and by what means such influence is perpetuated. In unraveling the tangled skein of power relationships through "action research" many teachers for the first time related themselves to those persons who can be most useful in helping the schools to help boys and girls.

The dynamic study of groups involves the findings of psychologists, social psychologists, and psychiatrists. The principal problem in this area is that of analyzing prejudice and discriminatory behavior and determining how the underlying attitudes, values, and sentiments are formed in people's minds. The results of research in this field revealed many answers. Whence do prejudices come, at what age, and for what purpose? Are they the result of social pressures or are they the psychological answer to some deep inner need, even at times pathological in its nature? What part do the agencies of communication play in perpetuating or negating them? Are the psychological motivations of members of the so-called minority groups in any way different from those of the majority? Is any difference which exists one of degree only or is it qualitative as well? Where, when, and how can steps be taken to reduce prejudice and discrimination? What part does emotional re-learning play in such a process? How rapidly can change be achieved and how permanent and far reaching can it reasonably be expected to be? Can all persons surrender their prejudices without doing damage to their total personality structure? On the positive side, what are the traits of the person reasonably free from bias? How common or how rare are such persons in our culture? Is their number in all likelihood increasing or diminishing? Psychological monographs, public opinion studies, and the published results of

psychiatric investigations were among the sources tapped.

Elaborate, controlled experiments in this area are hardly practicable for the classroom teacher. Relatively simple, rule-of-thumb research projects were found to be feasible. Observations of discrimination as it is practiced in the community were made and even roughly quantified. Practicable means of reducing discrimination and insuring fuller participation of all the school's population in the life of the community when it reaches adulthood were devised.

Finally, we endeavored to develop a sound philosophy of curriculum construction and explored the various techniques by which a curriculum is actually formulated. All of the preceding learnings would have been sterile had we not helped teachers to translate them into constructive learning experiences for children.

It was made clear that Human Relations materials should be incorporated into the curriculum in as many places as possible where it can be done logically and appropriately. It was necessary to belabor the point that they should neither be added as extra units nor artificially and forcibly joined as addenda to otherwise complete learning units. Since the Social Studies and the Language Arts are subject matter areas particularly appropriate for incorporating such materials, special attention was paid to both of them.

Since the human warmth and personal quality of literature not only sensitizes, but also provides a spring-board for intimate and self-revealing discussion, teachers were shown how it can legitimately be used for heightening both self and group understanding. Typical courses in American Culture in both its historical and contemporary aspects were investigated for a fuller understanding of the problems and tensions of today. How teachers of Literature and Social Studies teachers can work cooperatively in increasing the understanding of Human Relations was a problem given careful consideration.

While the Language Arts and the Social Studies are the disciplines most frequently used in furthering better human relations, we made it plain that the curriculum must be viewed in its totality. Music and art, the biological and physical sciences, shop courses, the physical education program, as well as the "home room" program and the legion of activities—once considered "extracurricular" were explored as to how they can contribute to a well integrated program.

This summarization of the content of the institute-type of course in Human Relations is not to suggest that it is definitive or ever should be. There may well be wide variations in the choice of materials. We are merely saying that the four broad areas enumerated seem to us after some experience to be the best guide lines in planning such a course. They are reasonably comprehensive and at the same time permit planning a course which can be offered within the time limits of a single semester.

PROBLEMS AND HAZARDS INVOLVED IN CONDUCTING THE INSTITUTE-TYPE COURSE IN HUMAN RELATIONS

Personnel is always of great importance in social engineering. The instructor-coordinator, as already suggested, must be familiar with many areas of knowledge and be able to analyze critically the contributions of the various specialists. He is far more than a moderator; he must knit together psychologically his own group and the various consultants and employ them to the greatest benefit of his group.

Permissiveness in the class situation is very necessary. One must start with people where they are, utilizing group members wherever possible to give sanction to what is being said and done. The coordinator must have great patience and freedom from dogmatism.

The consultants, must, first of all, be persons whose scholarship is of a very high order. But that is not enough

for they must also be lively popularizers. While "big names" may attract people to a course, teachers are likely to be dissatisfied if the consultants are pedantic, take too much for granted, offer few or no practical suggestions which teachers can use, or evade their questions. The use of highly technical and esoteric language in particular annoys teachers who are rarely specialists in the consultant's field. It may prove somewhat difficult to secure consultants of the calibre necessary if the location of the course is too far removed from a large metropolitan center or reputable colleges and universities. The expense must also be borne in mind, for fees and travelling expenses of consultants can be considerable. The experience of the Rutgers University School of Education indicates however, that, despite this fact, such courses are exceptionally profitable, both financially and in terms of goodwill, since participants feel—as we shall see later—that a real educational service is being performed. Moreover, it will be found that many top-notch people so believe in the value of the work that their services can be procured at very nominal fees.

It is essential in such a course to discover what are the major needs of the group. While it may not be possible to meet all of them, it is very necessary not to push them aside. Special meetings composed of special interest groups or committees chosen from the larger group have proved very useful in meeting specific needs.

Since "action research" projects hold so important a place in a course of this type, they deserve special consideration. Some teachers prefer to write a paper by consulting library sources from which they can quote liberally. The results sound erudite and they do not have to get their "feet wet" by jumping into the main stream problems. Such persons are likely to feel that little "action research" projects would be too narrow and insignificant. On the other hand, it must be noted that many teachers welcome projects of this sort. They have grown weary of made-work of

dubious scholarly value which has no direct bearing upon the everyday problems which they face in the classroom.

Every effort has been made to keep the reading in the course on a functional level. To achieve this goal recommended materials presented findings of recent research which are not readily available to most teachers. Little or no attempt was made to set up uniform reading assignments. Participants were encouraged to select their reading independently, allowing their felt needs and deficiencies and the special interests engendered in the pursuit of "action research" to guide their choices.

There are a number of things which teachers seem to find threatening in a course of this type. The general atmosphere of permissiveness is strange and they seem to resent the absence of authoritarian answers to questions. Moreover, the freedom from fixed weekly assignments and a final examination tend to leave teachers at times with a "lost" feeling. The student-teacher relationship of co-learners in exploration is to many a new experience.

That the factual content of the course too has proved threatening to some teachers has been mentioned before. The frank and objective discussions of racial, religious, ethnic, social class, and sexual differences inhibits some participants. Some teachers suffer psychological discomfort when their "practice" of democratic concepts is questioned. We have discovered that to postpone discussion of the more threatening topics until the course is well under way to allow adequate opportunity for cathartic self-expression does much to minimize this particular hazard.

Finally, the physical setting in which such a program is carried on is important. Regular classrooms are not too satisfactory. If it be possible, a circular or semi-circular arrangement of seats is preferable to one in straight rows. A formal lecture situation in which the speaker is placed on a raised platform with a lectern should be avoided since it increases the social distance between him and the group

Informality and congeniality are much to be sought. It is desirable to use a room where teachers may smoke if they choose, where they can feel free and relaxed, and where minds meet in the genial exchange of ideals. It has proved wiser to choose an evening hour for the meetings than the period immediately following the school day when teachers are weary and deserve a respite.

"THE PROOF OF THE PUDDING"

In each of the sections of the course taught to date some effort was made to evaluate at least the immediate effects upon the participants. Evaluation was made especially difficult because it was impossible to maintain consistent and intimate contact with the school systems represented by the participants. Much of the evaluation was perforce subjective in nature. Factors such as the degree to which the group atmosphere became permissive, the growth in the ease with which psychologically threatening concepts were discussed, and the warmth of the group response to the instructor-coordinator and the several consultants had, unfortunately, to be assessed in such a subjective manner. In every respect the general morale and reactive behavior of the participants appeared to the instructors to be superior to that encountered in traditional courses. Attendance was remarkably high even in the face of, in one instance, a hazardous ice storm which disrupted transportation and community life for several days.

Two additional sources of evaluative data were less subjective in nature. First were the reports on the "action research" undertaken by the participants which included summarizations not only of what action had been taken but also of the results. Second were the unsigned statements from the participants in which they were asked to list specific instances of how the course had helped to bring about changes in their own behavior, in classroom management, in the school as a whole, and in the community at large.

These were sufficiently circumstantial to preclude doubt as to their validity. These "testimonials" were solicited on a voluntary basis and it was suggested that they be typed before submission in order to avoid any attempt to curry favor with the instructor. A remark such as the following reveals a characteristic participant reaction. "I can honestly say that no other course in Education has ever had such direct effect on my classroom teaching. Other courses have been just as enriching and personally rewarding to me, but their effect had little to do with teaching." The "action research" aspect of the course was evaluated by one participant in the following fashion: "The work type project is a welcome substitute for the old type term paper. How I labored over them only to scrap them at the end of the term. On the other hand, I am still working on sociometrics and shall continue to do so."

To be more specific we shall classify the responses from participants under the following headings: (1) changes in the behavior of individual teachers and students, (2) changes in the atmosphere and management of the classroom, (3) changes that affected the entire school, (4) changes in the relations between schools, (5) changes in the relations between the school and the community, and (6) those more sweeping changes that are felt in the community as a totality.

Many teachers felt that "problem children" came to have fewer problems. Isolate children, slow learners, self-segregated groups of children, and hyper-active, domineering children have all been observed to adjust more effectively in the life of the classroom. One teacher writes: "A bully who used to jeer at a Jewish boy now goes to lunch with him daily." After using the sociometric technique another teacher reports: "I have a little boy in my room who, up until this time, had never spoken a complete sentence in the classroom. Whenever he wanted anything, he would just motion and make hand signs. He was placed next to the

leader of the boys. About three weeks later he began to say very short sentences to him. Now he will ask for things verbally but not in complete sentences. I feel he will be doing this soon. This may seem insignificant to those who are not familiar with the problem but it means a great deal to me." Teachers increasingly used social adjustment as well as scholastic achievement as a basis for grade placement and found many "problem children" yielding pleasantly to the pressures of a more congenial group.

Teachers found it a bit more difficult to express what had happened to themselves. There was, however, a marked increase in self-awareness. As one teacher put it, "I have not in the past recognized the reasons for some of my attitudes and methods until after-analysis." Their awareness of problems in the immediate environment tended to become emotional as well as intellectual and they found themselves becoming more cautious about making judgmental generalizations. An interesting comment by one teacher bearing on this point runs as follows: "This course has helped me to become more tolerant about the behavior problems of children coming from the lower socioeconomic levels of living. I realize that their sense of values and code of morals are different from mine. I now know that I cannot make them bridge the gap from their lower to my middle class concepts as the result of a quick miracle. I will become less preachy." It is quite clear that the practice of viewing both children and parents as persons has become more common. Teachers saw similar changes in their students as the following testimony indicates. "They now evidence a healthily questioning attitude toward all statements made about peoples, either derogatory or complimentary" and "they have stopped that everlasting laughing at anything that seems a little different." Unsuspected leadership qualities were discovered in many students. The construction of a sociogram often proved to teachers how erroneous their personal judgments had been in spotting the leaders in groups of students. Through interviews they sought to learn on what

grounds children made their choices and were helped to understand and work with, rather than against, the group dynamics of the child culture.

Classroom changes included greater permissiveness and changes in methods of formulating and executing new topics. One teacher writes: "I have changed the procedure for selecting committees and topics for class work. Now the children select the committees and the topics instead of my appointing the committees and choosing the topics. I have found that much better work has been accomplished and that the pupils are more anxious and interested in doing the assignments." Similar changes in practice were described. Several teachers reported abandonment of homogeneous grouping in their classes on the basis of sex, academic ability, and socio-economic status.

Literature was used more often and more effectively in sensitizing children to problems in human relations. For example, in a high school shop course attention was called to the provisions of New Jersey's Fair Employment Practice Act, the social skills necessary to "get along" on the job and in the community, and the social agencies in the community which might prove useful to students, particularly members of minority groups, once they have left school and have secured employment. Greater attention has been given to individual interests of students in hobbies, games, the arts, etc.; when they have educational value or can help the child win a place for himself in the classroom group. The increase in flexibility both as to content and method seems to have added appreciably to the security feelings of the students.

Interest in the course has proved to be contagious in those schools from which the participants have come. This made it easy for participants to enlist the cooperation of fellow staff members in carrying out a variety of projects. Teachers as well as students thus became better acquainted whether it was in the presentation of a radio quiz program, inter-class visitation, or inter-school visitation. Such ex-

periences have been found to be particularly valuable where Negro and white children have shared experiences, often for the first time.

One particularly interesting experiment in a shore community involved a very carefully planned visit to the non-segregated Senior High School by entire classes of Negro students on the Junior High School level. The report on this project indicates that both groups reaped benefits of real importance from the visits.

Another project which has community-wide significance was incidental to a testimonial dinner given by the Board of Education, the teachers, and city officials honoring the Vice-President of the Board, who was a Negro. The dinner was served jointly by white and Negro students, something that previously never has been heard of in this particular community. As one teacher wrote, "Everyone worked agreeably together." Another teacher reporting on the same activity described it as follows: "The girls were scared when they first entered the dining room. White girls and colored girls were holding each other's hands to give each other courage. The girls helped each other in many ways during the serving. Afterwards, they said that they were looking forward to attending high school. They were glad to meet girls from other schools so that they would know more people when they got to high school. All agreed that they had a wonderful time and would like to do it again."

The ways in which such a course may indirectly involve an entire community are numerous. In making a shop course more effective it was found necessary to establish connections with the Anti-Discrimination Division of the New Jersey Department of Education, the Veteran's Administration, local political leaders and city officials, group work agencies such as the Y.M.C.A. and Y.M.H.A., contractor's associations, and labor unions. The "apprenticeship committee" involved members of the union, members of the contractor's association, and the teacher of the shop course who represented the interests of all his students,

both Negro and white. When engaged in a program of this sort, the school becomes a functional community institution promoting better human relations affecting the prosperity and happiness of the entire population of a city.

The accumulated evidence of changes in school practice and teacher and student behavior is sufficiently convincing to warrant the conclusion that a course of this type does go far toward bridging the gap between intellectual acceptance and actual practice. It is apparent that this objective is not peculiar to Human Relations education alone but is equally demanded by other areas of teacher education. In the final and concluding section an attempt will be made to explore the nature of the implications of "action research."

IMPLICATIONS FOR GENERAL TEACHER EDUCATION

As indicated above, the need to bridge the gap between *classroom theorization* and *field practice* is by no means restricted to Human Relations education. Indeed, courses in child study, community analysis, guidance, general educational sociology, to name but a few, could and should develop a similar structure. Proponents of orthodox presentation may argue that students have left their classes inspired with new insights which have promptly been translated into action. It is not necessary, they would probably insist, to develop an elaborate series of projects to effect the identical results. It would be foolhardy to deny their assertions *en toto*; in fact one could cite instances which support their case. However, where changes in practice depend upon a change in teacher behavior, the educational milieu must be so structured that the desirable new insights or opportunities for changes in behavior are not left entirely to chance.

If, for example, courses in child study and community analysis were redesigned to effect the objectives stressed above, both should gain tremendously practical usefulness. The child study course might deal less with lectures on general theory and more with "action research" proj-

ects the result of which could supply a desirable framework for theoretical discussion. Interesting and rewarding ways of observing and recording individual and group behavior among children such as sociometry, socio-drama, open-ended questions, non-directive interviewing, functional anecdotal recording, pupil diaries, simple adaptations of the Murray Thematic Apperception Test, and similar projective techniques are but a few of the "action-research" tools available. The class under the instructor's guidance could help in the analysis and interpretation of data obtained by participants. Supplementary lectures stressing theory and basic research findings would then surely have a more meaningful frame of reference.

Community analysis could be treated in a like manner. Projects involving a look at how the community rewards its differing socio-economic strata, community power lines and their implications for education, direct observation of pupil behavior in community situations out of school, analysis of conflicts between school and community values are but a few of the areas which suggest themselves for treatment.

Contrast between a course stressing "action research" and one emphasizing the lecture-discussion-term paper triad can be endless but the writers' experiences with both types of approaches dictate their firm conviction that the former is of greater effect. Definitive conclusions must obviously await a controlled evaluation which would compare the short term and long range effects of both. While awaiting this evaluation, the writers propose to expand the institute-type course utilizing "action research," confident that their joint experience thus far justifies their assumption that the results of scientific evaluation will validate the hypotheses implicit in this article.

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